

NEW HAMPSHIRE
LITERACY
INSTITUTES



SUMMER 2010



UNIVERSITY of NEW HAMPSHIRE



2010

JULY

AUGUST

6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 1 2 3 4 5 6

WRITING FICTION (7/6-7/16)

MENTOR TEXTS: STUDYING OUR READING & WRITING (7/6-7/16)

BOYS, LITERACY & POPULAR CULTURE (7/12-7/16)

THE WRITING INSTITUTE (7/12-7/23)

THE LEADERSHIP INSTITUTE (7/12-7/23)

RECLAIMING OUR TEACHING PASSIONS (7/19-7/23)

PROMPTING WRITING (7/19-7/23)

DONALD MURRAY (7/19-7/30)

AND THE WRITING PROCESS

MAKING ART & WRITING POETRY (7/26-8/6)

WRITING FROM MEMORY TO STORY (7/26-8/6)

CRAFTING ARGUMENT (8/2-8/6)

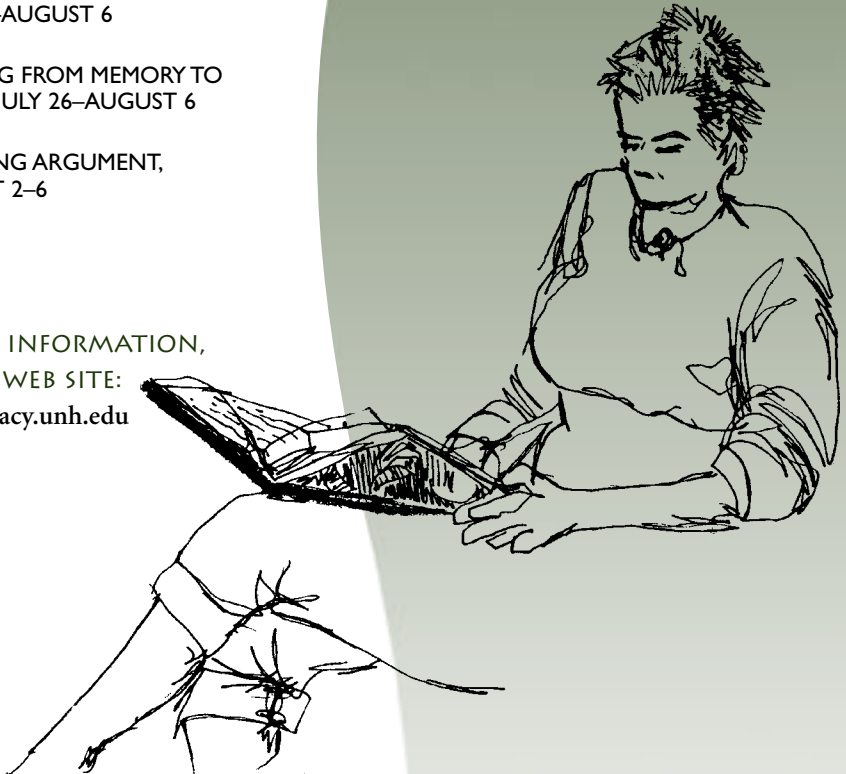
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Excerpts in the booklet were written by participants from previous institutes. Illustrations contributed by Karen Ernst daSilva and Laura Murphy Frankstone. Photography by participants from previous institutes.

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FOR MORE INFORMATION,
VISIT OUR WEB SITE:
www.nhliteracy.unh.edu



NEW HAMPSHIRE LITERACY INSTITUTES

KEYNOTE SPEAKERS



TUESDAY, JULY 13

TOM NEWKIRK is on the English faculty at the University of New Hampshire where he founded the New Hampshire Literacy Institutes which this year celebrate its 30th summer. He is the author and editor of a number of books including *The Performance of Self in Student Writing* which won the David Russell Award from the National Council of Teachers of English. In 2006, his book *Misreading Masculinity* was chosen by *Instructor Magazine* as one of the most significant books for teachers in the previous decade. His most recent book is *Holding On to Good Ideas in a Time of Bad Ones: Six Literacy Principles Worth Fighting For*.

A PANEL ON DON MURRAY'S WRITING THURSDAY, JULY 22



LINDA RIEF teaches 8th grade at Oyster River Middle School in Durham, NH. She authored *Inside the Writer's-Reader's Notebook*, *100 Quickwrites*, *Vision and Voice*, and *Seeking Diversity*; co-authored *Visual Tools* with Roger Essley; co-edited *Adolescent Literacy* with Kylee Beers and Robert Probst, as well as the NCTE journal *Voices from the Middle* with Maureen Barbieri.



TOM ROMANO teaches English methods and writing at Miami University in Oxford, Ohio. He has developed and is responsible for the concept of the multigenre paper, which he describes in his book *Blending Genre, Altering Style*. He is the author of several books on writing including *Crafting Authentic Voice* and his newest book, *Zigzag: A Life in Reading and Writing, Teaching and Learning*.



TERRY MOHER has been a secondary English teacher for 30 years—currently at Exeter High School—and an instructor for the NH Literacy Institutes since the early 80's. She has made a special study of the writing conference and has written several articles on teaching writing, her most recent appearing in *Teaching the Neglected R*.

The Writing Institute

July 12-23 (two weeks)

English 919.01 (4 credits)

Monday-Friday, 8:15 AM - 2:15 PM



WEDNESDAY, JULY 28

MEREDITH HALL'S first book, a memoir titled *Without a Map* was included on the *New York Times* Extended Bestseller List, and was named on Oprah's Top Ten Memoirs list. Hall won the 2005 *Pushcart Prize* with her first essay, which was also

a "Notable Essay" in *The Best American Essays 2005*. Her work has appeared in *The New York Times*, *The Washington Post*, *Good Housekeeping*, *The Southern Review*, *Fourth Genre*, *Five Points* and many other journals. Hall writes reviews for the *Washington Post* and the *Boston Globe*. She teaches in the MFA program at UNH.



The Writing Institute is still the best place to start in our summer program. This two-week course focuses on teaching writing in grades K-12 and is designed for a variety of educators: classroom teachers, principals, reading teachers, learning-disability specialists, and curriculum specialists who want to initiate or extend writing programs that focus on the writing process.

Participants are given the opportunity to work as writers and to reflect upon their own composing processes. This work includes writing daily, sharing writing in small groups, and conferring with peers and the instructor. The Writing Institute is founded on the belief that this kind of personal engagement provides insights into writing and teaching that can be gained in no other way. We will also look at ways of establishing writer's workshops and at the development of writing through a variety of genres and styles: journals, research, poetry, observation, fiction and non-fiction.

Instructor:

Jack Wilde taught at the Bernice Ray School, Hanover, NH, for more than thirty years and has been on the staff of the NH Literacy Institutes since 1981. He has consulted widely in the US, Canada, and Germany, and is the author of *A Door Opens: Teaching Writing in Fifth Grade*, as well as chapters in *Breaking Ground*, *Understanding Writing*, and *All that Matters*. He also contributed to the Annenberg production of *Write in the Middle*.

The Leadership Institute

July 12–23 (two weeks)

ENGL 922.02 (4 credits)

Monday–Friday, 8:15 AM–2:15 PM

One feature of excellent schools is the use of teacher leaders to support innovation in literacy instruction. These mentors serve as models; they support new teachers; they share current research and teaching methods with the staff; they initiate conversations and plan classroom visits within the school.

This course is designed to help participants take a leadership role in their schools. Join thoughtful colleagues in discussions and study groups that focus on:

- Assessing the needs and strengths in literacy instruction within your school
- Examining the latest research in literacy and mentorship
- Adopting a reflective stance on issues in teaching literacy
- Seizing opportunities to publish and present work at conferences
- Learning about sources of support for innovation within your school

You will read and write to push your thinking in a collaborative culture and develop an action plan to support your professional learning as you connect leadership with learning.

Instructor:

Louise Wroblecki is the site director of the summer NH Literacy Institutes as well as the field coordinator for UNH's Learning Through Teaching Program. She has been an elementary school teacher for eighteen years and her classroom served as a research site for noted literacy researcher Donald Graves. She continues to consult in the area of literacy learning and the multi-age classroom throughout the US. Her published articles on writing instruction developed the concept of the interest journal.

Consultant:

Tom Newkirk, author of *Holding on to Good Ideas in a Time of Bad Ones: Six Literacy Principles Worth Fighting For*, will work with this course as a consultant.



Writing Fiction

July 6–16 (two weeks)

ENGL 911.01 (4 credits)

Monday–Friday, 8:15 AM–2:15 PM

Flannery O’Connor once said that the materials of the fiction writer are the most humble. “Fiction,” she said, “is about everything human, and we are made of dust.” In this course, be prepared to get a bit dusty. It is designed to allow teachers the time and space they need to delve deeply into the writing of fiction, a chance to discover and use the basic tools of concrete, character-driven stories. The anchor of fiction writing is daily footwork. We will read and write a great bit. We will work intently with words. We will form a community of like-minded but wildly different people dedicated to helping each other grow as writers.

The goal of the course is to produce quality pieces of short fiction. Students will leave the class with a better understanding of story, scene, character, conflict, point of view, detail, and diction. Everyone will have the opportunity to workshop their stories in class. For these two weeks, all writers are encouraged to take risks with subject matter and style.

Instructor:

Clark Knowles is a writing instructor at the University of New Hampshire. His fiction has appeared or is forthcoming in *Glimmer Train Stories*, *Inkwell Review*, *Red Rock Review*, and *Black Warrior Review*. He has been anthologized in the 1999 edition of *Scribner’s Best of Fiction Workshops*. He lives in Portsmouth, NH, with his wife, young daughter, and dopey beagle. Currently, he is working on a novel.

Mentor Texts:

Studying Our Reading & Writing

July 6–16 (two weeks)

ENGL 922.01 (4 credits)

Monday–Friday, 8:15 AM–2:15 PM

Writing workshop rests on vision. Students need to understand how models of what they are writing work in order to craft their own. In this two-week course we will gather great stories, letters, poetry, and editorials to analyze structure, purpose, and tone. We will develop vision for the genres we teach through talk and imitation. We will also study the work of one writer over several texts to develop theories about the writer’s craft.

Come with your own writing territories: the places or people you’d like to capture on paper or in a digital form. Come willing to share and craft your work in the company of others. We will participate in a writing workshop, gather mentor texts we can use in our classrooms, share books that inspire readers in our classroom, and learn to speak with confidence about the complexities of teaching writing.

Instructor:

Penny Kittle is a high school English teacher in Conway, New Hampshire, where she directs the new teacher mentoring program and is a literacy coach K-12. She is the author of *The Greatest Catch: A Life in Teaching*, *Public Teaching: One Kid at a Time*, and (with Donald Graves) co-authored *Inside Writing: How to Teach the Details of Craft*. Her most recent publication is *Write Beside Them: Risk, Voice, and Clarity in High School Writing*, which won the James N. Britton Award from the National Council of Teachers of English.





Boys, Literacy & Popular Culture

July 12–16 (one week)

ENGL 920.01 (2 credits)

Monday–Friday, 8:15 AM–2:15 PM

According to most recent national assessments, boys trail girls in literacy performance, particularly in the area of writing. This is only one of many indications that boys have difficulty with literacy learning: they are more likely to be coded for special help, to be held back a grade, to be medicated, and to have behavior problems. In this course we will explore differences in literacy development focusing on the documented difficulties of boys. Among the questions we will ask are:

- How does boys' writing differ from girls' writing?
- What does “violence” in boys' writing signify? When should it be a cause for alarm?
- How do boys appropriate and transform visual narratives (e.g., cartoons and action movies) in their writing?
- How do boys use humor in their writing? What are its sources? What are the limits of appropriateness?
- What insights can we gain from current studies of boyhood and masculinity in American culture?

For a text we will use *Misreading Masculinity: Boys, Literacy, and Popular Culture*, and other relevant articles, movies, cartoons, and silly websites.

Instructor:

Tom Newkirk, see keynote on page 2.



Reclaiming Our Teaching Passions

July 19–23 (one week)

ENGL 920.02 (2 credits)

Monday–Friday, 8:15 AM–2:15 PM

What does it take to be an effective motivating teacher? This week-long course will take us on a personal journey where we will reflect on our history as readers and writers and how that history shapes our teaching. Are you someone who loves to read and write? Were you a reader and a writer growing up or is it something you grew into later in life? What are you passionate about? Through the process of self-reflection we will look at the attitudes, beliefs and biases and how these inform our decisions in teaching.

We will build a unit of study around one of our passions using multiple forms of media from YouTube to music to drama and movement. In creating these units we will research strategies needed to create transformative learning experiences, including action strategies such as enactments, role plays, talking statues, tableaux and other engaging techniques.

Instructor:

Tomasen Carey is a field coordinator for the Learning Through Teaching Program at the University of New Hampshire and has consulted with educators throughout New England. She was a classroom teacher for thirteen years.

That's how Harry spoke, full of one liners that couldn't be answered, only smiled at or chuckled at politely out of respect to an individual who had spent a lifetime bent over, laboring for every dollar he owned. By now he had reached us, his cigar dangling from his mouth, his stomach protruding over his bare feet.

Dan Willey
"Clams"





*She just wants to rip off
her wrinkled hide
To unveil a smooth tan covered
with beads of salty water.*

Yekaterina McKenney
“A Damsel in Distress”

Prompting Writing

July 19–23 (one week)

ENGL 920.03 (2 credits)

Monday–Friday, 8:15 AM–2:15 PM

Inviting our students to write by simply saying, “Let’s write” rarely yield the results we would like. We have to help students find that writing. In this course we will look at how to frame a Writer’s-Reader’s Workshop with choice as the centerpiece—yet using the literature of professionals, our students, and ourselves to elicit the writing. We will read, write, confer, and share the writing we develop for ourselves. We will collect and share poetry, excerpts from novels, picture books, op-eds, and other short pieces, that will prompt our students to find and develop their own writing ideas and voices.

Instructor:

Linda Rief, see keynote panelist on page 2.

Donald Murray and the Writing Process

July 19–30 (two weeks)

ENGL 922.03 (4 credits)

Monday–Friday, 8:15 AM–2:15 PM

Don Murray was dedicated to writing and teaching—two crafts, that take a lifetime to learn. This workshop will explore teaching and writing through the lens of his work. Our central text will be *The Essential Don Murray: Lessons From America’s Greatest Writing Teacher* (2009). In part of our course, we’ll explore Murray’s reading and writing pedagogy. We’ll examine how his ideas and work habits apply to the students we teach—kindergarteners through adults. What theories, concepts, and strategies of Don Murray’s can enhance our teaching of writing? What must be adapted? Which ideas are of limited use to us?

The other part of the course will be a workshop in which we’ll write in a variety of genres, learning about the craft from the inside. We’ll surprise ourselves with prompt choice. We’ll write and revise

and confer with each other. We'll take part in what Don Murray spent much of his life doing: "I am happiest," he wrote, "when I am rubbing two words together to produce an unexpected insight, when I feel the sentence turn under my hand, the paragraph shrink or rise until it breaks in two, the narrative flow toward rapids I can hear but do not yet see."

Instructor:

Tom Romano, see keynote panelist on page 2.

Making Art and Writing Poetry

July 26–August 6 (two weeks)

ENGL 911.02 (4 credits)

Monday–Friday, 8:15 AM–2:15 PM

"Most of us think of adult play as respite or indulgence, but having fun is no trivial pursuit. In fact, it's crucial to mental health, creativity and happiness. [Playfulness] may in fact be the highest expression of our humanity, both imitating and advancing the evolutionary process." (Hara Estroff Marano).

During this two-week course, we'll focus mainly on having fun, inventing ways to make the classroom a more inviting, and playful, creative place. We'll experiment with writing poetry and short fiction, keeping sketchbooks and/or nature journals, making books, taking photographs, making field trips (to the beach and to local gardens) and we will devise, on a regular basis, light-hearted ways to solve difficult problems both in and out of the classroom.

Instructor:

Mekeel McBride, professor of English at the University of New Hampshire, has taught in the New Hampshire Literacy Institutes for the past two decades and is known to participants for the memorable poetry readings she has given. She has won two grants from the National Endowment for the Humanities. Her poetry collections include: *No Ordinary World*, *The Going Under of the Evening Land*, *A Change in the Weather*, *Red Letter Days*, *The Wind of the White Dresses*, *The Deepest Part of the River*, and *Dog Star Delicatessen: New and Selected Poems*.



*The daily morning rituals,
a 5am trip on the Ganges
in a lightning storm,
with a burning flower placed
delicately in the muck.*

Jackie Silva
“Wishes in India”



Writing from Memory to Story

July 26–August 6 (two weeks)

ENGL 911.03 (4 credits)

Monday–Friday, 8:15 AM–2:15 PM

Our memories are carried as obsessive images, snapshots of “moments” we store and then circle and mine for meaning. These snapshot moments press at us, and arise from the past as story. In this workshop, we will discover and practice the tools memoirists use to draw the stories that are waiting. Like poets, memoirists locate and mine sensory images for language and meaning. And like fiction writers, we use the craft of writing scene, setting, character and dialogue to create story from those images.

We will use freewrites and prompts to trigger memory images and rich language, and use the tools of the fiction writer—to forge focused, convincing scenes. You will leave the workshop with a folio of writings that will serve as seeds for future writing.

Instructor:

Meredith Hall, see keynote on page 3.

Crafting Argument

August 2–6 (one week)

ENGL 914.01 (2 credits)

Monday–Friday, 8:15 AM–2:15 PM

In this class, we will spend one week exploring, experimenting with, and celebrating the fine art of crafting an argument. Our readings will take us through time and around the world as we watch writers, thinkers, orators, bloggers, and YouTube videographers enter the global conversation. Our discussions will focus on the organization of ideas and evidence, the crafting of language, and the awareness of audience.

Participants in this class will write arguments and will learn techniques for testing their coherence and strengthening their organization. At the same time, we will be discussing and designing methods of inviting young people to enter the national or global debate on issues of importance to them, and of teaching them the skills of powerful argumentation.

In all of our work, we will be thinking about and honing the essential skills that argumentation demands: clarity of thought, depth of knowledge, and the ability to string ideas together with coherence and grace.

Instructor:

Kate Gardoqui teaches Advanced Placement English at Noble High School in North Berwick, Maine. She was awarded the Bob Costas Grant for the Teaching of Writing in 2007 – created by the College Board to recognize six teachers nationwide for outstanding contributions to the teaching of writing.

For program questions, courses, and registration information contact:

Sabina Foote, Admin Assistant nh.literacy@unh.edu (603) 862-1168

Louise Wroblewski, Site Director louise.w@unh.edu (603) 862-4253

Enrollment and Eligibility

The NH Literacy Institutes consist of graduate-level, credit courses with a maximum courseload of ten (10) credits. Participants must have a bachelors degree. Classes will meet from 8:15 am to 2:15 pm, Monday through Friday. Auditing a course is not an option for this program.

Reservation and \$200 Deposit

To make a reservation, fill out the form in the brochure and send it with your \$200 deposit. Make checks payable to **UNH English, Summer Institutes, 95 Main St., Durham, NH 03824**. Credit card payments (Visa, MasterCard or Discover) can be faxed: **(603) 862-4101 Fax**. Purchase orders will not be accepted. Ask your school district or employer to issue a check and send it with a copy of your reservation form.

Reservations and deposits will be confirmed by email. The deposit will count toward your course charges. In May, you will receive an invoice with the balance due as well as a newsletter with instructions, campus housing options, and visitor information. Anyone eligible for a UNH tuition waiver (faculty, staff, or their dependents, Oyster River employees, or NH seniors) should present a copy of their waiver with their reservation form. Space is limited. Courses fill on a first come, first served basis.

2010 Summer Tuition and Fees

The tuition rate for summer graduate courses is currently \$356 per credit for NH residents; \$392 per credit for non-residents. All participants are required to pay a non-refundable \$35 registration fee and a prorated technology fee. The tech-fee is based on the total number of credits that you are enrolled during the entire summer: \$15.75 (1-4 credits); \$31.50 (5-8 credits); \$63 (9 or more credits). If you change your registration by increasing or decreasing your courseload, UNH will charge or refund your tech-fee accordingly.

In addition, all UNH matriculated students (admitted to a degree program) are required to pay a mandatory student services fee (formerly known as the “summer fee”). We anticipate the charge will be approximately \$125 but the rate was unavailable at press time. Non-matriculated students who wish to have access to summer services including Health Services, Counseling, or Campus Recreation must contact individual departments regarding specific fee-for-service arrangements. (NOTE: Tuition and fees are subject to change without notice.)

Cancellation Deadlines and Refund Policies

Cancellations or changes to your registration must be made through Sabina Foote. Write to: nh.literacy@unh.edu; or UNH English, Summer Institutes, 95 Main Street, Durham, NH 03824; or Fax a letter to (603) 862-4101. Your eligibility for a refund depends on the amount you paid and when we receive your cancellation notice:

- Cancellations received before March 29 with paid deposits are fully refunded, including the \$35 registration fee.
- Beginning on March 29 summer registration is open and the \$35 fee is paid. Your maximum deposit refund will be \$165.
- After March 29 and before the first class, if you paid a deposit and your tuition balance, the tuition and tech fee are refundable, as long as you write to us before class nh.literacy@unh.edu.
- On the first day, you can still drop a class or withdraw from the program and be eligible for a partial refund: 50%-tuition and the refundable fees.
- Exceptions to these deadlines must go through a formal process that starts with a Petition for Exception to Academic Policy Form.

Summer Housing and Dining

Single occupancy in a residence hall is available through the UNH Conferences Office. Housing rates start at \$160 per week and an optional meal plan is an additional \$125 per week. Rooms with air conditioning are also available at a higher rate. Summer housing payments must be made separately from course registrations. To reserve a dorm room or meal plan go online www.conferences.unh.edu/confmeetings.html or call (603) 862-1900. (NOTE: Housing and meal plan rates are subject to change without notice.)

Campus Parking and Visitor Information

Driving directions, airport and regional transportation links, visitor parking, and campus maps are available online www.unh.edu/transportation/visitor. If you bring a car to UNH, make sure you display a valid parking permit. The cost is \$35 for the entire summer session. Call the Visitor Center (603) 862-1010 for purchasing options.

Extracurricular Activities

Durham, New Hampshire, is an ideal location for various recreational activities. Explore this sampling of resources:

- NH travel guide visitnh.gov
- NH Seacoast/Southern ME seacoastonline.com
- City of Boston, MA cityofboston.gov
- Whale watching bostonharborcruises.com
- Whale watching & Maine travel guide visitmaine.com

The Master of Science for Teachers of English (MST)

The MST degree is designed specifically for certified teachers who wish to earn credit during the summer. Many participants of the NH Literacy Institutes have successfully completed the MST degree requirements in as few as three summers. Students admitted to the program have flexibility in selecting courses that meet their personal and professional interests. Click on www.unh.edu/english to download an MST brochure for more information.

All UNH application materials are available online. Visit the Graduate School at gradschool.unh.edu for general resources or start the online application process by clicking on gradschool.unh.edu/apply.





NEW HAMPSHIRE LITERACY INSTITUTES 2010



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All purchases must be pre-paid with a \$200 deposit or signed tuition waiver.

NO purchase orders accepted. International checks must be in US dollars through US bank. Send your deposit and reservation to ENGLISH DEPT

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TEL (603) 862-1169 • FAX (603) 862-4101 • E-MAIL nh.literacy@unh.edu

July 6-August 6, Monday-Friday 8:15-2:15

(UNH Holiday July 5 – No classes)

CHECK THE BOX FOR EACH COURSE YOU SELECT:

<input type="checkbox"/>	ENGL 919.01 Page 3	THE WRITING INSTITUTE JACK WILDE	4 CREDITS JULY 12-23
<input type="checkbox"/>	ENGL 922.02 Page 4	THE LEADERSHIP INSTITUTE LOUISE WROBLESKI	4 CREDITS JULY 12-23
<input type="checkbox"/>	ENGL 911.01 Page 5	WRITING FICTION CLARK KNOWLES	4 CREDITS JULY 6-16
<input type="checkbox"/>	ENGL 922.01 Page 5	MENTOR TEXTS PENNY KITTLE	4 CREDITS JULY 6-16
<input type="checkbox"/>	ENGL 920-01 Page 6	BOYS, LITERACY, POP CULTURE TOM NEWKIRK	2 CREDITS JULY 12-16
<input type="checkbox"/>	ENGL 920.02 Page 7	RECLAIMING TEACHING PASSIONS TOMASEN CAREY	2 CREDITS JULY 19-23
<input type="checkbox"/>	ENGL 920.03 Page 8	PROMPTING WRITING LINDA RIEF	2 CREDITS JULY 19-23
<input type="checkbox"/>	ENGL 922.03 Page 8	DON MURRAY/WRITING PROCESS TOM ROMANO	4 CREDITS JULY 19-30
<input type="checkbox"/>	ENGL 911.02 Page 9	MAKING ART/WRITING POETRY MEKEEL MCBRIDE	4 CREDITS JULY 26-AUGUST 6
<input type="checkbox"/>	ENGL 911.03 Page 10	WRITING FROM MEMORY TO STORY MEREDITH HALL	4 CREDITS JULY 26-AUGUST 6
<input type="checkbox"/>	ENGL 914.01 Page 10	CRAFTING ARGUMENT KATE GARDOQUI	2 CREDITS AUGUST 2-6

CHECK THE BOX FOR EACH OPTION OF INTEREST:

<input type="checkbox"/>	CAMPUS HOUSING (DORM ROOM OPTION)
<input type="checkbox"/>	CAMPUS MEAL PLAN (DINING HALL OPTION)
<input type="checkbox"/>	RESIDENT PERMIT (REQUIRED FOR DORM PARKING ONLY)
<input type="checkbox"/>	COMMUTER PERMIT (REQUIRED FOR ALL CARS, NOT AT DORM)